

Faculty General Assembly
AGENDA
January 25, 2012/Continuation February 8, 2012

I. APPROVAL OF MINUTES

n/a

II. UNFINISHED BUSINESS

None.

III. ELECTRONIC POSTING OF MOTIONS FOR CLARIFICATION

Motion One from GEITF: It is moved that the learning outcomes and associated courses be adopted for the Fontbonne University's general education program entitled *Culture and the Common Good*.

Rationale: The development of the new general education program *Culture and the Common Good* necessitated the need to review and refine current general education competencies to reflect the newly developed gen-ed. **general education** program. The work completed by the faculty on October 6 14, 2011 related to identifying new learning outcomes (formerly referred to as competencies) for *Culture and the Common Good* **that measure attention to the state goals as specified in our state signatory agreement for transfer students. This motion** ~~and~~ was reviewed and refined by the following constituencies: Assessment Committee, Undergraduate Curriculum Committee, and the General Education Implementation Task Force. These committees sought input from faculty via departmental chairs and deans on these learning outcomes and also sought input on related courses. The collaborative work of these Committees is reflected in the learning outcomes and associated courses presented below for approval.

Date of Implementation: immediate upon approval.

This motion seeks to bring together the many *Culture and the Common Good* supporting documents presented in FGA (Blackboard FGA agenda items March 16-April 13, 2011. See list below).

Agenda March 16, 2011 Culture Common Good Motion
Agenda March 16, 2011 Criteria for General Education
Agenda March 16, 2011 Culture Common Good Grid
Agenda March 16, 2011 Culture Common Good Grid Courses Tags
Agenda March 16, 2011 Culture Common Good Power Point
Agenda March 16, 2011 State-Level Goals
Agenda April 13, 2011 Gen Ed Comparisons
Agenda April 13, 2011 Mission Core
Agenda April 13, 2011 Culture Common Good Grid

Time Line-Motion Development

- 5/4/2011 FGA Approval of Culture and the Common Good: A Mission-Centered Liberal Education
- 10/14 Faculty Workshop to review former “competencies” and suggest new “learning outcomes”
 - 10/27 Assessment Committee review of learning outcomes
 - 11/18 Undergraduate Curriculum Committee (UCC) review of learning outcomes
 - 11/21 UCC approves outcomes and forwards to Assessment Committee
 - 11/21 Assessment Committee received edited draft from UCC
 - 11/22 Assessment Committee subcommittee (ACs) begins drafting this document
 - 11/28 ACs meets to continue work ahead of scheduled UCC meeting 12/2
 - 12/2 UCC meeting rescheduled
 - 12/6 Faculty Workshop canceled
 - 12/6 ACs meets to continue work
 - 12/6 Gen Ed Implementation Task Force (GEITF) receives charge at FGA
 - 12/6 GEITF meets
 - 12/8 Assessment Committee reviews draft from ACs ahead of UCC meeting 12/9
 - 12/9 UCC meeting canceled
 - 12/12 Mission Core Advisory Group meets
 - 12/13 GEITF meets to discuss a draft of the motion: Learning Outcomes for Culture and the Common Good
 - 12/19 GEITF meets to discuss revision to the above motion
 - 1/5/2012 GEITF meets to discuss revision to the above motion
 - 1/9 UCC/GEITF meet to review the motion: Culture and the Common Good-Implementation
 - 1/18 FAC consideration of motion
 - 1/20 Motion posted for Electronic Clarification
 - 1/23 Learning outcomes sent for chair/department review
 - 1/25 Motion to FGA as New Business
 - 2/8 Motion to FGA as Old Business

Culture and the Common Good

Fontbonne University is committed to the liberal arts tradition. The general education requirements seek to infuse an appreciation of the liberal arts into the academic and educational fabric of the institution. General education includes a common core that integrates mission into the curriculum and highlights our distinctiveness, employs high-impact practices to increase student engagement, and prioritizes the concerns of global citizenship in the 21st century. Requirements include the Mission Core, Foundations, Pillars, and Bridges.

Mission Core: *The purpose of the Mission Core is to bring a distinctively Fontbonne perspective to the general education program. The values and heritage of the Sisters of St. Joseph of Carondelet; the founders and sponsors of Fontbonne University, and the*

Catholic Intellectual Tradition and Catholic Social Teaching as they apply to the liberal arts and professional programs are key elements of the mission core.

Foundations of Knowledge: *The purpose of the Foundations requirements is to build critical skills that are vital to all academic disciplines, including communication, mathematics, and managing information.*

Pillars of Knowledge: *The purpose of the Pillars requirements is to expand upon the foundation skills to more fully prepare students for the challenges of the 21st century through coursework in the humanities, fine arts, philosophy, the social and behavioral sciences, and physical and biological sciences.*

Bridges of Knowledge: *The purpose of the Bridges category is to ensure that students have opportunity for interdisciplinary study across campus or off-campus, integrating academic knowledge with community and/or global experiences.*

State Signatory Status

The general education requirements at Fontbonne University meet the following **goals** as required by signatory institutions according to the Missouri Department of Higher Education (MDHE) Credit Transfer Guidelines for Student Transfer and Articulation. For more information about the Credit Transfer guidelines please refer to the MDHE website at <http://www.dhe.mo.gov/policies/credit-transfer.php>.

Communicating:

“To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.”

Mathematics:

“To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)”

Managing Information:

“To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.”

Social and Behavioral Sciences:

“To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and

social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)”

Humanities and Fine Arts:

“To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.”

Life and Physical Sciences:

“To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.”

Valuing:

“To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.”

Higher Order Thinking:

“To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.”

MISSION CORE: CULTURE AND THE COMMON GOOD – 6 CREDIT HOURS

Students arriving with an Associates of Arts degree that have completed Transfer with General Education complete (TG) designation are exempt; transfer students with fewer than 30 credit hours are required to enroll in MC I and MC II. Transfer students with 30 credits or more are required to take only MC II. Completion of this requirement fulfills the state valuing requirement.

Mission Core I: 3 credit hours. The goal of Mission Core I: Culture and the Common Good is to prioritize attention to issues of historical remembrance, social justice, and diversity; build alliances with individuals and organizations that are bringing about positive changes in the global community, and integrate the liberal arts with professional education.

Upon completion of this requirement, students will be able to:

1. *Identify key themes of Catholic Social Teaching.*

2. *Explicate the importance of the “common good” as a priority of Catholic Social Thought Teaching.*
3. *Articulate the challenges of reconciling ideas about the common good in a pluralistic society.*
4. *Apply ideas about the common good across multiple academic disciplines and within a variety of traditions.*
5. *Craft a personal response that intersects their personal, academic, and vocational work with the pursuit of the common good.*

Courses that fulfill this requirement include:

INT 105

Mission Core II: 3 credit hours, 200-level or above. A MC II course cannot be used to fulfill the Foundations or Pillars requirements, nor can it be used to fulfill the Bridges requirements unless it is tagged as Service Learning. The intent of Mission Core II is to integrate Catholic Social Thought Teaching and the values and commitments heritage of the Sisters of St. Joseph of Carondelet; attention to issues of historical remembrance, social justice, and diversity; integration of liberal arts and professional education; synthesis of faith and reason; thoughtful experiential and service learning; and building of alliances with individual and organizations that are bringing about positive changes in the global community.

In addition to inclusion of the values and commitments heritage of the Sisters of St. Joseph of Carondelet, courses meeting the requirements of Mission Core II are intended to prepare students to meet the challenges of citizenship in the 21st century through inclusion of at least three of the following areas of emphasis as they relate to a major field of study: globalization, diversity, sustainability, civic engagement, advocacy and social justice, and the media. (For further details, see criteria for CCG-tags under Bridges.)

Courses designated as MC II will be housed within academic departments and their content will reflect the academic disciplines as they relate to the larger concepts listed above. A shared module within the course (approximately 6 hours) will weave together themes of global citizenship, disciplinary knowledge, and Catholic Social Thought Teaching. Through the following learning outcomes students will demonstrate higher order thinking skills within the context of the course. Completion of this course meets the state transfer articulation guidelines on higher order thinking.

Upon completion of this requirement, students will be able to:

1. *Identify the challenges of global citizenship relevant to a particular academic field.*
2. *Apply the concepts of Catholic Social Thought Teaching to the challenges of global citizenship in this academic field of study.*
3. *Articulate an informed response to the relevance of Catholic Social Thought Teaching to the challenges of global citizenship in this academic field of study.*

Courses that could potentially adopt the MCII module include, but are not limited to, the following:

BAC 410; BCC 430; ORG 312; SEM 350

BIO 203

EDU 234

HES 266, 397

PHL 221, 228
ACS 200
SWK 200, 270

FOUNDATIONS-17 CREDIT HOURS

Oral Communication: 3 credit hours. Completion of this requirement partially meets the state transfer articulation guidelines on communication.

Upon completion of this requirement, students will be able to:

1. Analyze his or her own and ~~other's~~ **others'** oral expression.
2. Apply a recursive process for oral presentation that involves the use of research skills and the appropriate handling and evaluation of sources.
3. Present information using Standard English, including grammar, usage, and diction, and achieve stylistic sophistication.
4. Sustain **and/or** ~~develop~~ **and/or** ~~organize~~ **a** presentation to support a specific purpose.
5. Select a presentation style in response to the needs of the intended audience including visual aids when appropriate.
6. In the case of interpersonal communication, work collaboratively to achieve ~~the~~ **a** stated goal.

Students must select one of the courses below to fulfill this requirement

BCC 320
COM 102, 103

Written Communication: 6 credit hours. Completion of this requirement partially meets the state transfer articulation guidelines on communication.

Upon completion of this requirement, students will be able to:

1. Analyze his or her own and ~~other's~~ **others'** writing.
2. Apply a recursive process that involves drafting, revising, and editing.
3. Produce writing that demonstrates the use of research skills, appropriate handling and evaluation of sources.
4. Make formal written presentations employing **S**standard English, including grammar, punctuation, usage, syntax, and sentence/paragraph structure.
5. Form a clear statement of argument.
6. Sustain **and/or** develop the argument throughout the written work.
7. Address an academic audience (diction, style, and content) and achieve stylistic sophistication.

Students must select the two courses below to fulfill this requirement

ENG 101, 102

Mathematics: 3 credits hours. Completion of this requirement meets the state transfer articulation on mathematics.

Upon completion of this requirement, students will be able to:

1. **Recognize and use connections within mathematics and between mathematics and other disciplines.**
2. **Interpret, analyze, and synthesize quantitative data and make reasoned estimates.**
3. **Formulate and use generalizations based upon pattern recognition.**

4. Apply and use mathematical models to solve problems and to present information with clarity, accuracy, and precision.

- ~~1. Identify the use of mathematical applications in a variety of contexts and disciplines.~~
- ~~2. Apply mathematical reasoning skills to solve quantitative problems OR select quantitative strategies to solve problems.~~
- ~~3. Interpret mathematical models used in real life situations OR apply mathematical models to real life situations OR both of the above.~~
- ~~4. Compute reasoned estimates based on real life data.~~
- ~~5. Demonstrate the appropriate use of symbols and mathematical writing skills to communicate effectively.~~
- ~~6. Demonstrate the use of both inductive and deductive reasoning.~~

Students must select one of the courses below to fulfill this requirement

BBA 308; ORG 315

MTH 102, 103, 105, 106, 115, 150

Managing Information: 4 credit hours. Completion of both INT 199 and a CIS course (listed below) meets the state transfer articulation guidelines on managing information.

Upon completion of INT 199, students will be able to:

1. Articulate or discuss the ethical and legal use of information.
2. Demonstrate the ability to access information to address an issue.
3. Compare and contrast information from different sources.
4. Discriminate among types of information for their intended purpose (e.g. editorials, peer-reviewed, audience, etc.)
5. Synthesize information from a variety of sources to address an issue.
6. Formulate a response to a stated issue based upon the analysis and synthesis of information.

Students must select the course below **to partially fulfill** this requirement.

INT 199

Upon completion of the CIS requirement, students will be able to:

1. Articulate or discuss the legal, ethical and security issues involved in the use of information technology.
2. Create documents to present information clearly and concisely using contemporary technologies.
3. Create presentations to present information clearly and concisely using contemporary technologies.
4. Create and use spreadsheets, databases or programs to organize, store, and retrieve data efficiently.
5. Use electronic tools for analyzing and synthesizing qualitative and quantitative data.
- ~~6. Articulate or discuss the ethical and legal use of information.~~
- ~~7. Analyze qualitative or quantitative information using computer technologies.~~
- ~~8. Reorganize information for a stated purpose using computer technologies.~~
- ~~9. Formulate a conclusion based on information analysis.~~

Students must select one course from the list below **to partially fulfill** this requirement.

CIS 100, 103, 110, 111, 160

State and National Government: 1-3 credit hours. Completion of this requirement **partially** meets the state transfer articulation guidelines on social and behavioral sciences.

Upon completion of this requirement, students will be able to:

1. **With reference to state and federal constitutions, compare and contrast the rights and responsibilities granted to citizens of Missouri with the rights and responsibilities granted to citizens of the US.**
2. ~~**Compare and contrast the rights and responsibilities granted to citizens of Missouri and the United States through their constitutions.**~~

Students must select one of the courses below to fulfill this requirement

GOV 101, 230*

**If taken, will fulfill both the State and National Government requirement as well as a Pillar requirement.*

PILLARS-18 CREDIT HOURS. Students must choose courses from 6 of the 7 categories and complete at least one lab science course for a minimum of 18 credit hours.

Social and Behavioral Sciences. Completion of this requirement **partially*** meets the state transfer articulation guidelines on social and behavioral sciences.

Upon completion of this requirement, students will be able to:

1. **Recognize how variations in societal and cultural structure affect individual decisions and behavior.**
2. **Use scientific methods or theories to analyze and explain human behavior and mental processes.**
3. **Analyze current social problems using social science theories.**
4. **Critically evaluate the aspects of diversities in the social world.**
5. **Synthesize and analyze multiple points of view regarding social and historical perspectives.**

Students must select one of the courses below to fulfill this requirement. The Culture and the Common Good (CCG) tag fulfills a Bridges category

- . BUS 202, 203
- SOC 100 (CCG); PSY 100 (CCG), 200 (CCG)
- GGY 205; GOV 230*; SSC 201

**If taken under pillars, it will also meet the US & MO constitutions requirement.*

Literature. Completion of this requirement meets the state transfer articulation guidelines on humanities and fine arts.

Upon completion of this requirement, students will be able to:

1. **Identify literary techniques used across historical and/or cultural/multicultural contexts.**

2. *Express an understanding of the role of creative imagination.*
3. *Apply critical methodologies to evaluate a work of literature.*
4. *Articulate how literature influences readers across historical and/or cultural/multicultural environments.*

Students must select one of the courses below to fulfill this requirement
ENG 120, 240, 241, 260, 261

Philosophy. Completion of this requirement meets the state transfer articulation guidelines on valuing.

Upon completion of this requirement, students will be able to:

1. *Identify diverse perspectives, values, and belief systems.*
2. *Explain how values and belief systems influence and are influenced by historical **and/or** /social **and/or** /cultural contexts.*
3. *Analyze a contemporary social issue through the lens of values and belief systems.*
4. *Propose a solution to a contemporary social issue using ethical principles.*
5. *Recognize and defend one's own personal values and belief system.*

Students must select one of the courses below to fulfill this requirement
PHL 110, 260

History. Completion of **this requirement partially meets the state transfer** articulation guidelines on social and behavioral sciences.

Upon completion of this requirement, students will be able to:

1. *Describe the relevance of historical events and/or trends.*
2. *Explain how historical events and/or trends have affected individuals, communities, nations, and/or the world.*

Students must select one of the courses below to fulfill this requirement
HST 103, 104, 105, 106, 340, 366

Fine Arts. Completion of this requirement meets the state transfer articulation guidelines on humanities and fine arts.

Upon completion of this requirement, students will be able to:

1. *Identify artistic techniques across historical and/or cultural **and/or** /multicultural contexts.*
2. *Express an understanding of the role of creative imagination.*
3. *Apply critical methodologies to evaluate a work of visual or performing art.*
4. *Articulate an understanding of how the visual or performing arts influence viewers **or** /audiences across historical and/or cultural **and/or** /multicultural environments.*

Students must select one of the courses below to fulfill this requirement
ART 155, 160, 161, 207 (CCG); MUS 106, 108; PER 101, 314 (CCG)

Life Science. Completion of this requirement meets the state transfer articulation guidelines on life and physical sciences.

Upon completion of this requirement, students will be able to:

1. *Apply the scientific method.*
2. *Identify valid evidence that supports theory, argument, and/or practice.*

3. *Describe a foundational principle of life science.*
4. ~~*Articulate an understanding of how scientific discovery influences and is influenced by historical and/or social contexts.*~~

Students must select one of the courses below to fulfill this requirement:

BIO 106 (includes lab), 108 (lab), 112 (lab), 250 (lab)

Physical Science. Completion of this requirement meets the state transfer articulation guidelines on life and physical sciences.

Upon completion of this requirement, students will be able to:

1. *Apply the scientific method.*
2. ~~*Identify valid evidence that supports theory, argument, and/or practice.*~~
3. *Describe a foundational principle of physical science.*
4. *Articulate an understanding of how scientific discovery influences and is influenced by historical and/or social contexts.*

Students must select one of the courses below to fulfill this requirement:

CHM 102 (includes lab), 106 (lab), CHM 128 (lab); PHY 108 (lab), 208 (lab)

BRIDGES - ONE COURSE REQUIRED: This requirement may be fulfilled by Bridge-identified Foundation and Pillar courses (by CCG-tag) or by any one of the following.

Upon completion of this requirement, students will be able to:

1. *Articulate the relationships between scholarship and the broader context in which it exists.*

LINK (Learning through and Interdisciplinary Nexus of Knowledge):

The goal of this structure is to promote opportunities for interdisciplinary discussions among faculty and between faculty and students. The context may encompass any topic but should challenge the academic community to better understand the world and thereby prepares our students for participation as global citizens.

Usually, a LINK course would be conceived and implemented by two instructors from different pillar categories, each required to participate every class period but other pedagogy may be appropriate. Although the student could choose to take separate courses for each requirement specified, they could elect to take one or several LINKs which combine content and perspective from more than one discipline. For example, one LINK course alone could give a student an elective for another course within *Culture and the Common Good* so long as that elective course is outside the student's major; additional LINKs could reduce that number further.

Insight Project

Students may complete an Insight project at any point after they have completed at least 64 credit hours (including 9 credit hours in their major). Individual faculty members or faculty teams will propose Insight projects each semester, including summer. These projects will be interdisciplinary, problem-based

learning experiences that aim to serve a common good. Projects will be posted at the beginning of the semester before they occur. Each faculty member (or faculty team) will propose a project (for instance, interdisciplinary research, a museum exhibit, a website, an experiment, an art project, an advocacy campaign, a documentary film, a fundraiser, a computer program, etc.) that will be advertised to students the semester before it will occur. Students will apply for various project positions and be selected to perform a specific collaborative role on the project team.

Each project will meet the following criteria:

- Be interdisciplinary in focus, open to students from several explicitly identified major fields.
- Clearly relate to promotion of the common good, broadly defined.
- Create job descriptions for students.
- Focus on asking a specific question or solving a specific problem.
- Be shareable with the Fontbonne community.
- Involve clear timelines for the project and thorough assessment closely pegged to each individual job description.

The Insight project will allow students to bring the disciplinary expertise to working on a specific interdisciplinary concern, demonstrating their ability to collaborate across disciplines and apply their skills and talents to serving a world in need.

Culture Connections

These are interdisciplinary courses from programs not represented in Foundations or Pillars that directly address culture as a vehicle for the transmission of meaning and values.

Includes courses:

BAC 400, 415, 420, 430, 440, 445

HES 105, 308

ACS 100, 300; WGS 101, 220, 470

Culture and Common Good

The purpose of a CCG-tagged course is to prepare students for the challenges of citizenship in the 21st century and to expose them to programs not otherwise represented in the foundations or pillars categories. At the least, CCG-tagged courses used to fulfill this requirement must be from courses other than “Courses required in the Major” as described for each particular major in the catalog. For example: A student seeking a major in elementary education could fulfill this requirement with PSY 200 (CCG) but not with an EDU-prefix course as listed for those courses “required in the major.” These courses should incorporate at least three of the following areas of emphasis:

- globalization (with attention to economic, political, cultural, historical, corporate, ethical, and/or religious dimensions of the process of global integration as well as the implications of each),

- diversity (with attention to concerns such as inequality, identity, inclusion, oppression, (im)migration, social justice as they relate to people of specific races, ethnicities, genders, sexual orientations, ages, disability statuses, or national origins),
- sustainability (with attention to concerns such as climate change, biodiversity, development, resource usage, ecology, consumption, food production, population, and ethics and technology related to these concerns),
- civic engagement (with attention to varieties and histories of democratic societies, including the United States, as well as the requirements for and challenges of democracy in this nation and elsewhere),
- advocacy and social justice (with attention to understanding public policy and social institutions through which change historically has been and still may be achieved and/or hindered), and
- the media (with attention to the ways in which the media construct, promote, distort, or improve the frames through which we understand the challenges of citizenship in the 21st century).

Includes courses (within current GER):	Outside of current GER:
SOC 100; PSY 100, 200	BUS 241, 325; BAC 430; BCC 400;
SEM 430	SEM 430
ART207; PER314	SOC 115
	ADV 201; INT 207
	SWK 100, 110, 251, 290, 300, 341,
	371, 390, 395

Dedicated Semester

Any course designated as Dedicated Semester course fulfills the Bridges requirements in majors, as special topics, in a specific area, or as general education courses. At least 25% of the course must be highly relevant to the Dedicated Semester theme.

Service Learning

Service learning is a form of experiential learning and is a “purposeful teaching pedagogy that engages students in reciprocal experiences that respond to community-defined needs; it incorporates structured reflection for students to learn about themselves and the complexity of social issues and sustainable change, and develops a greater understanding of their civic responsibilities to help better society through collaborations and partnerships.” (Service Learning Task Force report). This may include a service project provided it meets the following criteria.

Criteria for service learning are:

- Campus-community partnerships.
- Explicit learning objectives.
- Student orientation before service begins.
- Service that responds to community needs.
- Critical reflection and evaluation during and after the service.

Includes courses:
HES266
SWK 250, 450/455, 451/456

Study Abroad

Study abroad is a form of experiential learning that includes elements of globalization, diversity and civil engagement.

Criteria for study abroad are:

- Academic courses must be taught by Fontbonne University faculty or by instructors holding advanced degrees from accredited U.S. or overseas universities.

Foreign Language

Any foreign language course, including sign language, which by its inherent nature includes bridging diverse cultures.

WRITING INTENSIVE REQUIREMENT

Students must also complete two courses that have been designated as writing intensive. These courses may be embedded in major or minor program requirements, or taken as electives. Students must complete a minimum of three credit hours of WI-tagged courses at the 200 level or above, and at least 3 credit hours of WI-tagged courses at the 300 level or above.

Criteria for Writing Intensive courses at Fontbonne University:

- Maximum enrollment of 25 students
- At least 5,000 words (20 typed, double-spaced pages) total writing for the term
- Both formal and informal writing assignments to be assigned, but formal, polished writing should represent over half of total writing
- Students should be given the opportunity to revise and resubmit a finished writing assignment after receiving feedback from the instructor, preferably early in the term
- Writing assignments must represent at least 25% of the course grade
- Instructors are to assign multiple writing assignments of varied types appropriate to their discipline
- Standards for Writing at Fontbonne University rubric to be consulted in evaluating written work

BUS 342, 470; SPT 480; BAC 445; BCC 300, 310; ORG 311, 435; SEM 440

SOC 325, 345, 450; PSY 330, 370, 496

BIO 203, 496

EDU 200, 201, 410, 447

ENG 201, 309, 310, 312

HST 340?, PHL 260?

HES 307?, 319, 336, 337, 405?, 424, 497

HIGHER ORDER THINKING

Please refer to Mission Core II where learning outcomes include Higher Order Thinking.

Electronic Questions for Clarification included:

Typically questions for clarification may be submitted electronically then discussed and voted at the next FGA meeting. Considering the length of this motion, its development over the break, and the due considerations everyone is asked to take, we wish to propose that clarification and discussion continue through to the next FGA meeting on February 15th with a vote to be taken at that time.

With respect to the question on the implementation date, the original proposal called for implementation by August 2012 meaning that courses within the new general education: *Culture and the Common Good* would be up and running at the beginning of the fall term. In order for that to happen, the Associate Registrar must have any new courses approved by February 17th to prepare the spring course schedule.

Regarding a question as to how modifications to the substance of the motion (tweaking learning outcomes/additional courses) could occur following passage of this motion, we envision changes, either in tweaking learning outcomes or selection of course offerings, would involve submitting a motion to UCC as has always been the case before proceeding to FAC and FGA.

Further clarifications:

- 1) The date of the Faculty Meeting was October 14, not October 6 as stated.
- 2) HST 340 and PHL 260 will both be designated writing intensive (Note: still waiting for notification as to whether HES 307 and HES 405 will be so designated)

FGA January 25, 2012 Floor Questions for Clarification Included:

Q. Will transfer students be granted credit for courses similar to those offered in Pillars and Foundations?

A. Credit is determined on an individual course basis.

Q. Where did the criteria for the Writing Intensive Courses originate?

A. Writing Across the Curriculum. The Writing Intensive criteria are not subject to discussion by faculty.

Q. Can the language in paragraph one under Mission Core II utilize language consistent with that on page 10 of the current catalog?

A. Yes.

Q. What flexibility does faculty have regarding the shared Module under Mission Core II?

A. Expectations for faculty include three shared outcomes, two shared texts and one common assignment, along with the option to organize it as each faculty member desires.

Q. Paragraph three under Mission Core II will the faculty have access to the Module referenced?

A. Yes.

Q. Is there a difference between Catholic Social Teaching and Catholic Social Thought?

A. No. The language will be modified to reflect Catholic Social Teaching.

Q. To whom should the modifications to the Learning Outcomes and associated courses be sent?

A. Stephenie Paine-Saunders.

Q. Who authored this motion?

A. The General Education Implementation Task Force.

Q. Paragraph one under Mission Core II, what does Historical Remembrance mean?

A. How memory functions in society today. For instance, how the past impacts present decisions.

Q. Is there consistency between the past valuing competencies and the proposed learning outcomes for Mission Core II?

A. No. Valuing is embedded in Mission Core I.

Q. It is stated that the Higher Order Thinking learning outcomes will be embedded in Mission Core II. Will this negate the Higher Order Thinking assessment committee?

A. Assessment committees will be modified. Higher Order Thinking will be assessed in the context of the learning outcomes of MC II.

Q. How will Study Abroad courses be evaluated for fit in the General Education curricula?

A. The Undergraduate Curriculum Committee will evaluate any courses.

Q. Will the FAC consider an additional FGA meeting to continue Questions for Clarification?

A. The FAC will review the need.

III. NEW BUSINESS

None.

IV. REPORTS

None.

V. ANNOUNCEMENTS

VI. QUESTIONS/ANSWERS

VII. ADJOURNMENT